

A decorative element consisting of two parallel vertical lines running down the left side of the page, intersecting with a horizontal line at the bottom.

California Schools

January, 1947

CALIFORNIA SCHOOLS

Vol. XVIII, No. 1

January, 1947

ROY E. SIMPSON

Superintendent of Public Instruction

EDITOR:

IVAN R. WATERMAN

Chief, Division of Textbooks
and Publications

Official Publication Issued Monthly
by the California State Department
of Education

Entered as second-class matter May 8, 1930, at the
Post Office at Sacramento, California, under the Act
of August 24, 1912.



CONTENTS

	Page
Developing Standards of Teacher Competency in Audio-Visual Education	3
Departmental Communications	10
For Your Information	12
Professional Literature	15



DEVELOPING STANDARDS OF TEACHER COMPETENCY IN AUDIO-VISUAL EDUCATION¹

A COMMITTEE REPORT

On March 13, 1946, the Superintendent of Public Instruction of California, Roy E. Simpson, appointed a committee² of 26 educators from colleges, universities, and selected school systems to prepare a statement on competency of teachers in the field of audio-visual education. The committee was requested to give particular consideration to suggestions for the guidance of teacher-education institutions in their efforts to comply with the regulation of the California State Board of Education relating to courses in audio-visual education, which reads as follows:

Institutions to be considered for approval to offer the training and to make the recommendation for the kindergarten-primary, general elementary, junior high school, general secondary and junior college credentials must, effective July 1, 1947, maintain a course, or the equivalent, of at least two semester-units in value in audio-visual-radio education and require that such course be successfully completed by each applicant for one or another of the credentials listed above.³

In studying the problem of teacher competency in audio-visual education, members of the committee (1) drew heavily on their own expe-

¹ A report prepared in cooperation with the American Council on Education's Committee on Content in Audio Visual Education, to be incorporated in the complete report of that Committee to be published by the Council in the spring of 1947. The material is being presented now in *California Schools* at the urgent request of teacher training institutions in California. No reproductions of this article or any portion thereof should be made until after the publication of the report of the American Council on Education, and then only by permission of the California State Department of Education.

² Committee members: Reginald Bell, Associate Professor of Education, Stanford University; John S. Carroll, County Superintendent of Schools, San Diego County; N. Evelyn Davis, Supervisor of Audio-Visual Education, Long Beach Public Schools; Mrs. Clara St. Pierre Fike, Supervisor of Audio-Visual Education, South Pasadena Public Schools; Bruce Findlay, Assistant Superintendent, Los Angeles Public Schools; Frank N. Freeman, Dean, School of Education, University of California, Berkeley; Frank F. Gorow, Director of Audio-Visual Education, Fresno County; Donald Harrison, Deputy Superintendent, Stockton Public Schools; Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education; Walter R. Hepner, President, San Diego State College; Edwin A. Lee, Dean, School of Education, University of California, Los Angeles (represented by Malcolm McLean, Professor of Education, University of California, Los Angeles); J. Paul Leonard, President, San Francisco State College; Frank B. Lindsay, Assistant Superintendent of Public Instruction and Chief, Division of Secondary Education, California State Department of Education; Dixon MacQuiddy, Instructional Materials Co-ordinator, Santa Barbara Public Schools; Carl B. Manner, Director of Audio-Visual Education, Vallejo Public Schools; James McPherson, Extension Division, University of California, Los Angeles; Mrs. Elizabeth G. Noël, President, Audio-Visual Education Association of California, Southern Section; Reuben R. Palm, Director of Secondary Education, Los Angeles County; Raymond C. Perry, Associate Professor of Education, University of Southern California; Mrs. Helen Rachford, Director of Audio-Visual Education, Los Angeles County; John W. Taylor, County Superintendent of Schools, Mendocino County; Vernon O. Tolle, Director, School of Education, University of Redlands; Ralph D. Wadsworth, Principal, University Senior High School, Los Angeles; Curtis E. Warren, City Superintendent of Schools, San Francisco; and Francis W. Noël, Chief, Division of Audio-Visual Education, California State Department of Education, and Chairman of Committee.

³ California Administrative Code, Title 5, Section 818.

riences; (2) considered the written responses of selected colleges and universities outside of California concerning the content of their audio-visual education courses; (3) studied the results of a questionnaire circulated by the Audio-Visual Aids Committee of the California School Supervisors Association, and (4) examined a preliminary statement on the same subject prepared for the American Council on Education. The committee's statement attempts to specify the basic knowledge, skills, and abilities which a teacher must have to be competent and hence efficient in his use of audio-visual materials and equipment and to suggest a few criteria by which instruction at the university level can be judged. It is not an outline for a specific course in this subject, but it will serve as a guide for the development of units or courses of instruction. This report also suggests that teacher-education institutions in complying with the regulation of the California State Board of Education must consider the eventual inclusion of audio-visual materials and methods of use throughout their instructional programs.

Experience and expanding concepts will suggest modifications and changes in this statement. Educators responsible for the in-service and preservice instruction of teachers should consider it as a beginning—an instrument to be revised continually in the light of new information and experience.

THE MEANING OF AUDIO-VISUAL EDUCATION

Audio-visual education refers to the carefully planned and integrated use of a wide range of materials in teaching from the kindergarten through the college. Audio-visual education includes the use of field trips or excursions, sound and silent motion pictures, television, objects, models, specimens, dioramas, slides, filmstrips, stereographs, study prints, posters, microphotographs, radio programs, recordings, maps, charts, graphs, and synthetic training devices. It also includes the use of the blackboard, the bulletin board, the hall display case, and similar facilities available in most schools. Instruction is improved by the use of these materials and by life experiences which supplement and clarify the printed word.

Modern educational objectives require improvement in instructional materials and practices, and the dynamic nature of these materials themselves—their content, organization, and manner of presentation—assure that, when wisely used, they will clarify concepts and make learning more meaningful and efficient. Because they can realistically portray things and events in their various relationships, audio-visual materials become an important means of presenting the patterns of modern life rooted in scientific discoveries and technological processes.

Because radio, motion pictures, filmstrips, transcriptions, and other audio-visual materials can bring the world, past and present, vividly and concretely into the classroom, they are a means of insuring education against isolation from life. These materials also serve as mediums of modern communication to present current problems and issues. Through the use of audio-visual materials in the classroom for this purpose, learners can improve their study of these problems and their competency in solving them, thus increasing their experiences in citizenship and developing the understandings and attitudes necessary for democratic living.

Audio-visual education, then, is a modern way of teaching and is in harmony with modern educational thinking. Audio-visual education is *not* an end in itself; audio-visual materials are tools. In themselves, they cannot adequately meet modern educational objectives. How they are selected and used by the teacher will in a large measure determine the extent to which instruction will be improved.

OBJECTIVES IN EDUCATING TEACHERS TO USE AUDIO-VISUAL MATERIALS

The teacher is and must always be an essential element in any concept of education. The utilization of audio-visual education materials calls for more rather than less preparation and participation by the teacher.

To realize the values inherent in audio-visual instructional tools, the teacher must have certain knowledge, understanding, skills, and abilities. The list presented here is not an outline for a course of study but rather a statement of basic requirements for competency of teachers in this field. Methods of meeting these requirements will vary greatly among teacher education institutions.

A. Knowledge and Understanding

1. Philosophical and psychological factors underlying the use of audio-visual materials and equipment in the classroom
2. Results of research studies, past and present, in the field and their implications for instruction
3. Types of audio-visual materials available in the specific area of the teacher's interest and their potential educational worth and uses
4. Sources of materials and equipment—local, national, and international
5. Nature of the common types of audio-visual materials and equipment, including the educational values and limitations of each

6. Methods of procuring, storing, filing, and maintaining the various kinds of materials and equipment
7. Principles of good teaching that affect the selection and use of these materials
8. Processes involved in the production of some of the simpler materials, such as mounted prints, handmade slides, filmstrips, and photographs
9. Services of an audio-visual education department and its personnel, the best ways of using that service, and the teachers' responsibility for co-operating with the department
10. Principles and procedures for setting up an audio-visual education service in a single school or in a school district
11. Background and development of audio-visual education that have a relation to current trends and practices in the field

B. Skills and Abilities

1. To appraise the educational worth, technical quality, photographic characteristics, and commercial aspects of audio-visual materials
2. To select audio-visual materials to meet pupils' needs and the purposes of instruction
3. To use each audio-visual tool effectively in a classroom situation
4. To evaluate the effectiveness of the use of these materials in teaching situations and to modify and improve future instructional practices on the basis of such evaluation
5. To assemble and operate various kinds of equipment and to perform simple servicing operations such as lubrication and the replacement of lamps
6. To provide and arrange the best physical conditions possible for using these materials
7. To plan and successfully execute a field trip or excursion
8. To produce simple materials, such as mounted prints, slides, posters, charts, graphs, models, collections of natural science materials, and to prepare exhibits and displays
9. To display materials effectively on the bulletin board, in the classroom, and in other appropriate locations.

OUTCOMES FROM THE STUDY OF AUDIO-VISUAL EDUCATION

A teacher who has gained a working knowledge of the materials and methods of audio-visual education will recognize that there is no "one best way" to use audio-visual materials and that new methods of use are continually being developed. He will be aware that more and better materials are needed and will feel a responsibility for making constructive suggestions to producers. He will be alert to find or create audio-visual materials which will contribute directly to his classroom needs. He will appreciate fully that the time and effort required to select and use audio-visual materials effectively will be repaid in terms of more and better learning. The teacher will not regard audio-visual materials as a mere supplement to textbooks nor look upon them solely as "enrichment." He will know, on the other hand, that under certain conditions the textbook may supplement the film, the transcription, or other instructional tool. Such a teacher will be aware of the fact that many students cannot learn as easily from the printed word as from other means, and will be able to provide suitable audio-visual materials from which students can learn. He will know, too, that the production and use of certain audio-visual materials by the students often constitute in themselves valuable learning experiences. These concepts, and others equally important, will be most effectively developed in an instructional program that avoids the strictly academic and verbal approach and is itself an example of practical, modern teaching with audio-visual materials.

GUIDES FOR THE EVALUATION OF TEACHER-EDUCATION PROGRAMS IN AUDIO-VISUAL EDUCATION

Personnel responsible for evaluating audio-visual education programs in teacher-education institutions have requested assistance in discharging this responsibility. The following points are suggested as guides.

A. Philosophy and general knowledge of those persons responsible for the education of teachers

1. Do they have an understanding of the important developments and practices in this field?
2. Do they have an understanding of the important research studies in audio-visual education?
3. Are they familiar with significant literature in audio-visual education?
4. Do they lend their support to plans and movements designed to strengthen or improve audio-visual education?

5. Do they have an understanding of the philosophical and psychological factors underlying the use of audio-visual materials?
6. Are they encouraging and directing students to do research in this field?

B. Nature of the instruction and learning opportunities in audio-visual education

1. Are courses provided in this specific field?
2. Is the instruction of high quality? Have the instructors had practical experience in the use of audio-visual materials?
3. Does the instruction reach all students?
4. Are the courses academically recognized and is adequate credit given for them?
5. Is the audio-visual approach applied in all courses where useful, thus providing instruction by example?
6. Does classroom practice reflect a knowledge and understanding of the basic principles and methods of audio-visual education?
7. Is good audio-visual practice evidenced in the proper utilization of blackboards, display cases, bulletin boards, and in other mediums of instruction adaptable to audio-visual methods?
8. Does the instruction in audio-visual education involve the study of all the important materials?
9. Have provisions been made so that students may examine and appraise materials in their teaching fields of interest?
10. Is emphasis placed on helping students to acquire skill in utilizing audio-visual materials?
11. Are students given opportunities to demonstrate their skill in the use of audio-visual materials and equipment?

C. Provision of materials and equipment, and provision for the administration of the audio-visual program

1. Are audio-visual laboratory facilities provided with a wide variety of materials and equipment?
2. Are the materials and equipment sufficient to meet the needs of instructors and students, and to permit a *working* knowledge thereof?

3. Are materials and equipment up-to-date, properly maintained, and accessible?
4. Have personnel and facilities been provided for cataloging, storing, repairing, maintaining materials and equipment and for transporting them to the point of use as required?
5. Are capable and experienced personnel in charge of the program, providing it with direction, evaluating results, and planning for growth and improvement?
6. Is the library of reading materials about audio-visual materials up-to-date and comprehensive? Are current magazines in the field available?

D. Knowledge, understanding, skills, and abilities acquired by students

1. Do students utilize audio-visual materials properly in their practice teaching?
2. Do students, upon examination, give evidence of possessing adequate understanding, skills, and attitudes in the field of audio-visual education?
3. Do students satisfactorily demonstrate their skill in handling materials and equipment?
4. What do students say about their study of audio-visual education? How do they think it will help them be better teachers?

DEPARTMENTAL COMMUNICATIONS

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, Superintendent

RESIGNATION OF H. A. McDANIEL

Resignation of H. B. McDaniel, Chief of the Bureau of Occupational Information and Guidance since 1943, was announced on December 27, 1946. Dr. McDaniel assumes an associate professorship in the School of Education at Stanford University on January 1st.

In his letter of resignation, Dr. McDaniel said: "With both pleasure and regret I hand you this statement of resignation. After 23 years in the field of public education, I look forward to the challenging task of aiding young people to prepare themselves for this great profession. I take this opportunity to express to you and your staff my deep appreciation for considerate leadership, for wisdom in action, and for a rich share of friendship."

The Bureau of Occupational Information and Guidance under Dr. McDaniel's direction was able to render important service during World War II and the postwar reconversion period, helping veterans and other students to choose the right training for jobs to which they are suited. The California Public School System will miss him, but can be glad that he will devote himself to the training of educators.

DIVISION OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

CALIFORNIA ADMINISTRATIVE CODE. TITLE 5. EDUCATION.

The State Department of Education has just reprinted in loose-leaf bulletin form all of Title 5, Education, of the California Administrative Code, which comprises some 180 pages of rules and regulations of the California State Board of Education, the Superintendent of Public Instruction, the State Director of Education, and the Teachers' Retirement System.

Copies of this bulletin have been sent to county, city, and district superintendents of schools and to a selected group of educators. Additional copies may be ordered from the Division of Textbooks and Publications. The price is 26 cents a copy including state sales tax.

Future amendments to Title 5 will be published by the Department in loose-leaf form for insertion in this bulletin.

DIVISION OF ELEMENTARY EDUCATION

BERNARD J. LONSDALE, Acting Chief

MEETINGS FOR ELEMENTARY SCHOOL PRINCIPALS

Two meetings of the California Elementary School Principals' Association, in co-operation with the Division of Elementary Education of the State Department of Education, have been scheduled for February, 1947.

The Southern Section will meet at Long Beach on Saturday, February 1, at Woodrow Wilson High School, Tenth Street and Ximeno Avenue, beginning at 9.30 a.m. Reports on "The Characteristics of a Good Elementary School" will be presented by eighteen committees. The program includes an opening address by Superintendent of Public Instruction Roy E. Simpson; a luncheon address by Superintendent Kenneth E. Oberholtzer of the Long Beach Public Schools; a summary of the committee reports by Gladys L. Potter, Director of Elementary Schools in Long Beach; a business session; and a trip around the harbor.

The North Coast Section will meet on Saturday, February 8th, at the Garberville Elementary School in Garberville, at 10.30 a.m. Reports of committees on "Some Characteristics of a Good Elementary School" will be followed by a luncheon meeting to be addressed by Harry Griffith, Director of Teacher Training at Humboldt State College, Arcata, and a general afternoon session on "New Problems for Principals."

DIVISION OF CREDENTIALS

HERSCHEL S. MORGAN, Credentials Technician

NEW SERVICE FOR SOUTHERN CALIFORNIA

Advisory service on credentials will be available after January 20, 1947, at the Los Angeles headquarters of the State Department of Education in the California State Building. Mrs. Ruth G. Hendrickson, Assistant Credentials Technician, is being permanently assigned to that office, where she will be available as consultant for the many credential applicants in Southern California who have heretofore secured advice and evaluations only by correspondence with the Sacramento office.

FOR YOUR INFORMATION_____

RESOLUTION ON PROFESSIONAL STANDARDS AND SALARIES OF TEACHERS

Following is the text of a resolution adopted by the Board of Managers of the National Congress of Parents and Teachers in New Orleans on December 5, 1946.

The National Congress of Parents and Teachers is deeply concerned over the growing shortage of qualified teachers for the public schools, a shortage that has reached the point of a national emergency.

It is clear that we can meet this problem only by establishing conditions that will attract and hold competent and thoroughly trained men and women in the teaching profession.

Therefore we urge that standards of employment throughout the United States be raised to a high professional level commensurate with the responsibility resting upon the teacher as the molders of society.

We approve the following professional standard for teachers who are four-year college graduates with full professional training: a minimum beginning salary of \$2,400 a year with annual increments the second year and each year thereafter to a salary level of \$5,000—\$6,000 for long-experienced and efficient teachers.

We commend the states and communities that have already established salary schedules equal to or higher than these, and we strongly urge the adoption of similar standards in every state and school district in the nation at the earliest moment that such standards are attainable.

COMING STANDARD SCHOOL BROADCASTS

The story of ballet from formal gavottes and gigue in the royal courts to colorful leaps and pirouettes on Broadway will be presented in the Standard School Broadcast programs for January 9th, 16th, and 23d. This group of broadcasts provides opportunity for correlation with the study of mythology, from which most early ballets took their themes, and with the study of French sovereigns and their courts in the seventeenth and eighteenth centuries when the ballet was a favorite form of court entertainment.

A trip around the world through the medium of music is scheduled for listeners during February and March. The tour will open on January 30th with a presentation of the music of China, dating back 4,000 years. On successive Thursday mornings visits will be made to Moscow, where Oriental and Occidental music meet; Vienna, traditional city of waltzes and romance; Granada, capital of Hispano-Arabic culture; Bahía, crucible of Brazil's Afro-Portuguese music; Havana, birthplace of the rumba, conga, and habanera; Mexico, home of the street-singing mariachis; and finally, New Orleans, birthplace of American jazz.

The American music theater will be the subject of the last four programs, March 27th to April 24th, featuring the works of Stephen Foster, Gilbert and Sullivan, Victor Herbert, Rodgers and Hammerstein.

BULLETIN FOR CONSUMER EDUCATION

An illustrated booklet, *Why We Need to Work Together: A Primer on Consumer-Retailer Cooperation*, recently issued by the National Consumer-Retailer Council, Inc., contains answers to the following three questions: Why do consumers and retailers need to work together? How can they do it? In what areas can they cooperate most effectively?

While emphasizing the need for cooperation between specific groups, the *Primer* highlights the importance of working together in all areas of living and presents in simple form some of the fundamental philosophy basic to democratic living. Suggestions are made as to some of the specific activities needed to achieve the broad objectives which consumers and retailers have in common.

Copies of the *Primer* can be obtained at no charge upon request to the National Consumer-Retailer Council, Inc., 8 West 40th Street, New York 18, New York.

SCHOOL SAVINGS JOURNAL

The 1947 spring issue of *School Savings Journal for Classroom Teachers*, prepared by the Education Section, United States Bonds Division, of the Treasury Department, is scheduled to be mailed to school superintendents and principals by the middle of February. This issue of the *Journal*, 16 pages in size, will contain articles, charts, and special features designed to assist teachers in helping pupils toward a better understanding of planned savings as one of the responsibilities of citizenship. Special emphasis is placed on United States Savings Bonds.

CAMPING AND OUTDOOR EDUCATION

A program for making outdoor experiences a regular part of the American youth's school life and of the American teacher's training was compiled from the recommendations of 40 leading educators and published in the November, 1946, issue of *Extending Education*, a bulletin published by National Camp, of Life Camps, Inc.

National Camp was established in 1940 as an educational center where mature persons interested in the welfare of American youth could study camping and outdoor education and develop plans for setting such programs into operation in their own institutions, agencies, and communities.

Copies of *Extending Education* may be secured upon request, by writing National Camp, 250 West 57th Street, New York City 19. Quantities are available at moderate price.

BROTHERHOOD WEEK

The National Conference of Christians and Jews announces the fourteenth annual observance of National Brotherhood Week to occur February 16-23, 1947. The theme is "Brotherhood-Pattern for Peace." Program aids for use in schools and colleges may be secured by writing to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York. Materials are adapted to age levels in the schools. Plays, comics, posters, book lists and other types of literature and visual aids are available.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- AYDELOTTE, FRANK. *The American Rhodes Scholarships: A Review of the First Forty Years*. Princeton, N. J.: Princeton University Press, 1946. Pp. xvi+208.
- Foreign Trade: An Occupational Brief*. Prepared by Western Personnel Institute. 30 North Raymond Avenue, Pasadena 1: Western Personnel Institute, 1946. Pp. 40.
- GREENE, HARRY WASHINGTON. *Holders of Doctorates Among American Negroes: An Educational and Social Study of Negroes Who Have Earned Doctoral Degrees in Course, 1876-1943*. Boston: Meador Publishing Company, 1946. Pp. 276.
- GRUENBERG, BENJAMIN C. *How Can We Teach About Sex?* Public Affairs Pamphlet No. 122. 22 East 38th Street, New York 16: Public Affairs Committee, Inc., 1946. Pp. 32.
- A Guidance Handbook of Books and Pamphlets, Periodicals and Services, Tests and Records*. Catalog, Spring and Summer, 1947. 228 S. Wabash Avenue, Chicago 4: Science Research Associates, 1946. Pp. 48.
- Heating and Ventilating Recommendations for the New York State Schools*. Prepared by the Division of School Buildings and Grounds, The State Education Department, University of the State of New York. Albany: University of the State of New York Press, 1946. Pp. 40+2.
- HERLIHY, LESTER B., under the direction of EMERY M. FOSTER. *Statistics of City School Systems, 1943-44*. Chapter III. Biennial Survey of Education in the United States, 1942-44. Washington 25: Federal Security Agency, U. S. Office of Education, 1946. Pp. iv+60.
- HOOKE, SIDNEY. *Education for Modern Man*. New York: The Dial Press, 1946. Pp. xiv+238.
- The Catholic Elementary School Library*. Proceedings of the Institute on the Elementary School Library, Catholic University of America, June 27-29, 1944. Washington: The Catholic University of America Press, 1945. Pp. 204.
- LINK, HENRY C., and HOFF, HARRY ARTHUR. *People and Books: A Study of Reading and Book-Buying Habits*. New York: Book Industry Committee, Book Manufacturers' Institute, 1946. Pp. 168.
- LYND, HELEN MERRELL. *Field Work in College Education*. Sarah Lawrence College Publications No. 5. New York: Columbia University Press, 1945. Pp. xii+304.
- PORTER, FLORENCE CAMPBELL. *Manual for School Board Members: A Brief Statement of Their Opportunities, Duties and Responsibilities*. 6 Professional Building, Bakersfield, California: The California School Trustees Association, 1946. Pp. 76.
- POTTER, GEORGE REUBEN. *Planning and Writing Correspondence Courses*. Berkeley 4, California: University of California Press, 1946. Pp. 28.
- SCHNAPPER, MORRIS BARTEL (Mark Morris, pseud.), ed. *Career Opportunities*. Washington: Progress Press [1956]. Pp. x+354.
- SMYTHE, D. M., in collaboration with VOCATIONAL GUIDANCE RESEARCH. *Careers in Personnel Work*. New York: E. P. Dutton and Company, Inc., 1946. Pp. 254.
- SWEENEY, MARY A. *Rehabilitation: Materials on Today's Problems for Veterans and Civilians*. Chicago: American Library Association, 1946. Pp. 186.
- WARTERS, JANE. *High School Personnel Work Today*. New York: McGraw-Hill Book Company, Inc., 1946. Pp. xii+278.
- WERTHEIMER, MAX. *Productive Thinking*. New York: Harper & Brothers, 1945. Pp. xii+224.

o